

RELATIONSHIP BETWEEN CHILDREN'S RHYTHMICITY AND MOTHER-CHILD INTERACTIONS

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ABSTRACT

Temperament defined as person emotional and behavioral modes of response to environmental events. The present study was conducted in Hisar district of Haryana state. From Hisar district village Dobhi was selected purposively. 50 boys and 50 girls in the age group of 6 to 8 years were selected randomly from village Dobhi. Mothers of these children also participated in the study. Hence, the total sample for the study was 200 (50 boys and 50 girls and 100 mothers). There were two types of variables in the study i.e. independent and dependent variable. A dependent variable is a variable presumed to be affected by one or more independent variables. Mother-child Interaction was taken as dependent variable. Inventory was prepared and used. Result revealed that Children's rhythmicity was positively and significantly correlated with maternal responsiveness (0.23) and teaching (0.18*). A positive trend was observed for maternal affection and encouragement.*

KEYWORDS: Temperament, Emotions, Sociability, Warmth, Tolerance, Affection & Encouragement.

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INTRODUCTION

The study of temperament is a recent and rapidly growing area in psychology as the role of temperament in influencing developmental pathways and outcomes has now been recognized. Extreme difficult temperament is often viewed as a risk factor for later behavior problems (Hill, 2012). Temperament is observable early in human ontogeny, hinting at genetic influences (Zentner and Bates, 2008). Temperament defined as person emotional and behavioral modes of response to environmental events (Shaffer and Kipp, 2007). Children are born with their natural style of interacting with or reacting to people, places and things. This natural behavior style in everyday situations is known as temperament. Temperament refers to our inborn personality traits, which are genetic in nature. The different ways infants interact with and react to their environment and experiences are reflective of their temperament, or behavioral style.

Temperament is an individual's innate style of responding to the environment in both behavioral and emotional ways (Griggs et al., 2009). All children have a temperament that will influence their emotions and how they adapt to change in their environments (Steinberg, 2014). Temperamental stability is influenced by both biological and environmental factors, as well as cultural factors in some cases. Some theorists have described temperament as a highly heritable construct with a strong relationship to adult personality (Bird *et al.*, 2006). Rothbart and Bates (2006) reported that if one child is described as cheerful and upbeat, another can be described

as active and energetic, and still others as calm, cautious, persistent, or prone to angry outbursts. All these behavior styles are referred to as temperament, which is early appearing, stable over time and there are individual differences in these styles.

Three main dispositional characteristics - sociability, difficult temperament and activity level have been found to influence children's interactions with others, particularly mother-child interaction. Inhibitions refer to a timid, vigilant and restrained behavior style when faced with novel stimuli. Activity refers to the intensity and pace of a child's behavior and speech. Difficult temperament refers to the frequent and intense expression of negative emotions (Thomas and Chess, 1989).

Parents often do not become believers in temperament until after the birth of their second child. Before this time, their child's behavior may be seen as simple and direct outcome of their upbringing. With the second child, management strategies that worked well with the first child may not be effective. Problems experienced with the first child (in feeding, sleeping, coping with strangers) may not exist with the second, but new problems may arise. Such experiences suggest strongly that "nature" as well as "nurture" influences child development, that children differ from each other from very early in life, and that these differences have important implications for parent-child interaction Sanson and Rothbart (2002).

Temperament can be modified by environmental and maturation, which alters the ways a child personality, is expressed. Temperament thought to have three aspects. The first is that it is constitutional; this dictates a biological basis for temperament, including the interaction of genes, maturation and experience. Secondly, temperament possesses relative consistency, meaning individual characteristics are stable and relative comparisons against age matched controls will likely remain consistent across time, but not necessarily rigid.

Child temperament and its relationship with child behavior problems and quality of mother-child interactions. Children who were perceived by their mothers as more active with a low attention span, tended to have more behavior problems and to be more non accepting or noncompliant in their interactions with their mothers. Mothers of active children, in turn, were described as more negative and non-accepting in their responses to their children. Hence, mother-child interaction is influenced by temperament of children and vice-versa Carolyn and Sheila (2009) examined.

Objective

- To study the correlations between Children's rhythmicity and mother-child interactions.

METHODOLOGY

The present study was conducted in Hisar district of Haryana state. From Hisar district village Dobhi was selected purposively. 50 boys and 50 girls in the age group of 6 to 8 years were selected randomly from village Dobhi. Mothers of these children also participated in the study. Hence, the total sample for the study was 200 (50 boys and 50 girls and 100 mothers). There were two types of variables in the study i.e. independent and dependent variable. A dependent variable is a variable presumed to be affected by one or more independent variables. Mother-child Interaction was taken as dependent variable. Inventory was prepared and used.

RESULTS AND DISCUSSIONS

Correlations between children's Rhythmicity and Mother-Child Interactions

Correlations were computed between temperament of children and domains of mother-child interaction. Different domains of mother-child interaction were affection, responsiveness, encouragement and teaching.

As depicted in **Table 1**, Children's rhythmicity was positively and significantly correlated with maternal responsiveness (0.23*) and teaching (0.18*). A positive trend was observed for maternal affection and encouragement.

Table 1: Correlation's between Children's Rhythmicity and Domains of Mother Child Interaction

Domains of Mother-Child Interaction	Temperament of Children
	Rhythmicity
Affection	0.14
Responsiveness	0.23*
Encouragement	0.10
Teaching	0.18*

Note: *Significant at 5% level

DISCUSSIONS

Relationship between temperament of child and mother-child interaction was also studied. Results revealed that sociable and rhythmic children were likely to have affectionate, responsive, encouraging mothers who were also more involved in teaching. Energetic children had affectionate, responsive and encouraging mothers. Happy children were likely to have affectionate and responsive mothers involved in teaching. Less distractible children were likely to have responsive mothers involved in teaching.

Thus, it can be said that easy children were likely to have positive interaction with their mothers. In other words it seems that easy children are easily brought up. It can be inferred from these results that there tend to be good 'fit' between children's temperament and mother-child interaction. There is bi-directional relationship between child's temperament and mother-child interaction. These findings get support from the literature reviewed.

Rothbart and Bates (2006) reported that parental functioning and the family environment are likely to influence child temperament. Temperament, in turn, is likely to mould individual adaptation to the environment.

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